

PSYCHOLOGY

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function; including sensation, perception, motivation and emotion. Development looks at all the changes throughout one's life: physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history, government, geography, economics, and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- *DOE Code: 1532 (PSYCH)*
- *Recommended Grade Level: None*
- *Recommended Prerequisites: None*
- *Credits: 1 or 2 semester course. 1 credit per semester.*
- *Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

CONTENT STANDARDS

Standard 1 — History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

Standard 2 — Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

Standard 3 — Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

Standard 4 — Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory development.

Standard 5 — Personality, Assessment, and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

Standard 6 — Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

Standard 7 — Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

Standard 8 — Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Standard 1: History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

- P.1.1** Define psychology as a discipline and identify its goals as a science.
- P.1.2** Explain the reasons and approaches for studying the methodology of psychology; past and present.
- P.1.3** Describe the differences between descriptive and experimental research methods.
- P.1.4** Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups.
- P.1.5** Distinguish between scientific and nonscientific research.
- P.1.6** Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human and non-human animal subjects.
- P.1.7** Describe the differences between quantitative and qualitative research strategies.
- P.1.8** Define correlation coefficients and explain their appropriate interpretation.
- P.1.9** Analyze human behavior from modern day perspectives in psychology.

Standard 2: Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

- P.2.1** Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.
- P.2.2** Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language and other functions are regulated by each hemisphere.
- P.2.3** Describe the structure and function of the neuron and describe the basic process of neural transmission.
- P.2.4** Compare and contrast the methods for studying the brain.
- P.2.5** Identify the major divisions and subdivisions of the nervous system and describe how they function.
- P.2.6** Analyze the structure and function of the endocrine system and its effect on human behavior.
- P.2.7** Compare and contrast the effect of neurotransmitters on human behavior.

Standard 3: Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

- P.3.1** Explain the role of prenatal and post-natal development on human development.
- P.3.2** Explain the physical, motor, and perceptual development of infants.
- P.3.3** Understand the physical, motor and cognitive development of children.
- P.3.4** Describe the physical, cognitive, and moral changes that occur during adolescence.
- P.3.5** Understand the major physical, cognitive, and social issues that accompany adulthood and aging.
- P.3.6** Explain how nature and nurture influence human development.
- P.3.7** Describe the theories of various developmental psychologists.

Standard 4: Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory.

- P.4.1** Explain the process of learning, including principles of operant, classical, and observational
- P.4.2** Differentiate between learning, reflexes, and fixed-action patterns
- P.4.3** Explain the concept of learned helplessness.
- P.4.4** Describe the processes of memory, including encoding, storage, and retrieval.
- P.4.5** Differentiate between the three different stages of memory, including sensory, short-term, and long-term.
- P.4.6** Identify the factors that interfere with memory.
- P.4.7** Discuss various strategies that can be used to improve memory.
- P.4.8** Compare and contrast between explicit and implicit memory.
- P.4.9** Discuss the obstacles and strategies involved in problem solving.
- P.4.10** Identify key psychologists in the fields of learning and cognition and explain the impact of their contributions.
- P.4.11** Describe language development in humans.

Standard 5: Personality, Assessment and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

- P.5.1** Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.
- P.5.2** Distinguish between objective and projective techniques of personality assessment and give examples of each.
- P.5.3** Distinguish between stress and distress.
- P.5.4** Identify environmental factors that lead to stress.
- P.5.5** Explain Hans Selye's General Adaptation Syndrome (GAS).
- P.5.6** Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.

Standard 6: Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

- P.6.1** Describe the common characteristics of abnormal behavior.
- P.6.2** Explain how both cultural and historical influences have affected the definition of abnormal behavior.
- P.6.3** Identify and describe the theories of abnormality.
- P.6.4** Discuss major categories of abnormal behavior and distinguish which disorders fit under which categories – *DSM-IV/DSM-V*
- P.6.5** Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders.

Standard 7: Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.7.1** Understand and identify social norms and how they differ across cultures.
- P.7.2** Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.
- P.7.3** Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance.

- P.7.4** Explain the concepts of groupthink and group polarization.
- P.7.5** Discuss the various types of conflict and the processes involved in conflict resolution.
- P.7.6** Explain how stereotypes, prejudice, and discrimination influence behavior.

Standard 8: Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- P.8.1** Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation
- P.8.2** Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.
- P.8.3** Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.

READING PROCESS STANDARDS

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 12 read and comprehend history/social studies texts in the grades 11-12 CCR text complexity band independently and proficiently.

WRITING PROCESS STANDARDS

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.